



2014 CALL FOR PRESENTATIONS
Blaine House Conference on Service and Volunteerism
October 14, 2014
University of Maine, Orono

Conference Description: For 28 years, Blaine House Conference on Service and Volunteerism has provided learning and networking opportunities for the individuals responsible for leading and managing volunteer programs or projects. It is the only professional development in Maine focused on the issues faced by leaders of Maine's volunteer sector.

Several years ago, a component was added to provide development and training to practitioners of Service-Learning, whether educators, administrators, or community partners.

Last year, 343 people attended the conference. Participants represented volunteer programs focused on health care, human services, environment, education, public safety, emergency management, elder services, museums, theater, government, and more. Each of Maine's 16 counties was represented. 71% of attendees had less than 3 years' experience managing volunteers. 13% of the attendees had no other volunteer management training outside this conference; 40% had 8 hours or less volunteer management training in the prior year.

Conference Date: Tuesday, October 15th 2013 ~ 8:30 a.m. to 4:30 p.m.

Location: University of Maine, Orono

2014 Theme: "Service: The Art. The Magic. The Impact."

ART – "artisan" or skills highly effective service leaders use.

MAGIC – the wonderful, exciting process of citizens coming together to tackle community problems.

IMPACT – the positive effect or change volunteers accomplish through service.

Organizer: The Maine Commission for Community Service

Deadline for proposals: Thursday, June 26, 2014 online at 5:00 pm. Submit via online form using link on VolunteerMaine.org or cut/paste this url into browser for direct connection:

<https://www.surveymonkey.com/s/bhcsv-cfp> .

Decisions: The planning committee will review and select proposals before July 8. All respondents will be notified by email shortly after.

Presenter Benefits: The Blaine House Conference on Service and Volunteerism models the service values of the field when it comes to peer-to-peer training and support. Conference presenters share their expertise *pro bono* and are recognized for their in-kind contribution.

The registration fee is waived for presenters selected and they are welcome to participate in sessions of interest. Profiles of presenters are included in conference promotional materials: registration website, social media promotion, and onsite materials the day of the conference. Presenters traveling over 300

miles (round trip) may request travel reimbursement (in-state rate is \$0.44 per mile for ground travel) and one night's lodging.

Workshop Specifications: Conference organizers aim to meet the needs of volunteer managers and service-learning educators who are very new (novice) or have a few years of experience (intermediate level).

At the same time, those with considerable experience are relying on this conference to help them learn about emerging issues, explore advanced topics, and move towards being an expert in the field.

Presenters are encouraged to use a wide variety of approaches including case studies, scenarios, work groups, and peer information exchange to augment the inevitable moments of direct instruction.

Outlines of **professional development workshops** should be designed using either the competencies for managers of volunteers or high quality service-learning (whichever applies). Presenters are advised to select 1-2 competencies or standards, and consult the associated outline to ensure the learning opportunity is comprehensive and aligned with the correct experience level.

The 50 sessions are divided into tracks: **Need to Know** (novice and intermediate level), **Learn to Use** (advance and expert level), **Innovative Solutions**, **Proven Approaches**, and **special issues**.

Innovative Solutions is reserved for creative, unique and effective approaches to engaging community residents in addressing an issue or developing a **new** organizational response to carrying out a volunteer-based service. Presenters need to help session participants understand the catalyst for the innovation, the process used to develop it, the lessons learned from piloting or implementing it, and benefits realized.

Proven Approaches are regional or out-of-state volunteer programs that have proven to be highly effective in meeting a local community need. The programs are rarely found in Maine. Sharing the model at this conference is a way of encouraging replication in communities with similar needs or issues.

Special Issues are sessions that draw together participants working with either special populations or in a specialized setting/field. These workshops typically are strongly related to the professional development and innovative solutions tracks but allow people to focus more closely on volunteers or service-learning in specific environments.

The Conference sessions receive positive evaluations when workshops

1. give participants opportunities to apply new information, concepts, and skills to their work situation while at the workshop;
2. have an interactive, hands on elements;
3. incorporate the principles of adult learning and effective teaching for adults;
4. provide handouts to revisit and re-read;
5. offer guidance on where there is more reliable information about the topic.

Typical Session Attendance: 10 – 30 people

Active Instructional Time: 50 for single sessions; 110 for double sessions

Presenter Requirements: Conference organizers strive to meet the high expectations of participants. This is the only statewide gathering devoted solely to the professional development of volunteer service program staff and managers.

For these reasons, presenters under consideration must provide convincing evidence they have

1. strong qualifications (experience, knowledge, skills and abilities) in the topic area;
2. strong oral communication skills and a capacity to train or teach effectively;
3. an understanding of the various ways adults learn (reflected in the workshop design);
4. an advanced understanding of the principles, current issues, and best practices of the volunteer community service field or service-learning approach to teaching/learning;
5. evidence (through references) that prior workshops have succeeded in meeting the outcomes identified for participants.

Please note the most frequent evaluation feedback about workshops is that the content of the session was not in alignment with the published description. Attendees consistently have high expectations because this conference is the only professional development opportunity tailored to the needs of managers of volunteers.

Submitting Proposals:

All session proposals must be submitted through the online form. The outline below is intended to help you plan and prepare a workshop. You are strongly encouraged to keyboard the information requested in a word document first and then cut/paste the information into the web form.

The online form can be found on VolunteerMaine.org or by entering this url:

<https://www.surveymonkey.com/s/bhcsv-cfp>

Submission deadline: Thursday, June 26, 2014

Proposal Content:

1. General Session Focus

Conference Track

Skill Level

Topic

2. Presenter Information.

Name

Company/Organization

Professional Title

Address

Email

Daytime phone

3. Describe your qualifications as they relate to the session topic

4. Add a co-presenter? [note: if the answer is “yes,” the same fields as #2 and #3 above appear; if “no,” the form skips to #5.]

5. Propose a title for your workshop

6. Active instructional time in the conference blocks are 50 minutes for single sessions; 110 for double sessions. Presenters with complex or in-depth sessions may request double sessions. Please indicate your preference.

7. List the learning objectives for the session and explain

-how these relate to the volunteer manager competencies for the skill level you identified in #1.

OR

-how these relate to the standards for high-quality service-learning for the skill level you identified in #1.

8. Three Sentence Workshop Pitch.

Provide a short description of the session – a "sound bite" promotion or advertisement.

This will be used in conference registration materials and is your opportunity to attract conference goers to your session. Sell it!

9. Session Plan. Please outline your presentation content and methods. Include a timeframe. If several trainers are working together, please identify what material will be covered by each person.

10. Do any presenters require any special equipment or space to conduct this session? Note: The conference facility is equipped with LCD projectors, white boards or blackboards, flip charts and markers. Videoconferencing can be arranged only with two months' notice.

Blaine House Conference on Service and Volunteerism

Fundamental Objectives for Seminars and Workshops (*excerpts from Competencies for Managers of Volunteers*)

Category	Competency	Novice learning	Intermediate learning
A. SUPERVISION & HUMAN RESOURCES	1. Identify Need for Volunteers	Learn to connect ... <ul style="list-style-type: none"> • agency priorities and plans • customer/client needs • how volunteers can add value to agency plans for meeting customer/client needs 	Learn to ... <ul style="list-style-type: none"> • translate agency priorities and plans into goals/objectives for volunteer engagement • design activities for volunteers to meet customer/client needs as reflected in agency priorities/plans • create volunteer work plan for specified time period
	2. Recruit Volunteers	Learn to ... <ul style="list-style-type: none"> • describe specifically what the volunteer is going to do • create a coherent statement of agency priorities/policies and client/customer needs to serve as context for the volunteer's activities or assignments • identify appropriate sources of potential volunteers to carry out the activities/assignment 	Learn to ... <ul style="list-style-type: none"> • create a position description • write a customized advertisement or "pitch" that attracts potential applicants • identify appropriate channels for outreach • assess strengths and benefits of outreach channels and use them to effectively attract applicants
	3. Select and Place Volunteers	Learn to ... <ul style="list-style-type: none"> • create an application form • able to identify relevant competency-based screening questions • able to distinguish between required and preferred qualifications and skills 	Learn to ... <ul style="list-style-type: none"> • develop a protocol for screening that includes application, interview, background checks, and other tools • design a scoring mechanism for assessing applications • assess applications and interviews with both quantitative and qualitative data
	4. Orient Volunteers and Staff	Learn to ... <ul style="list-style-type: none"> • Develop orientation checklist that covers general and assignment-specific information • Identify and incorporate into orientation plan relevant policies and procedures of both the agency and volunteer program • Explain organizational lines of reporting and authority 	Learn to ... <ul style="list-style-type: none"> • Provide initial orientation for volunteer and staff to activities and work plan • Provide orientation to worksite, including formal and informal networks and structures • Develop volunteer handbook • Involve direct supervisor of the volunteer in orientation

Category	Competency	Novice learning	Intermediate learning
	5. Develop Performance Measurement System	Learn to ... <i>For the person:</i> <ul style="list-style-type: none"> • Create a performance appraisal form • Create and use a timesheet for tracking hours <i>For the work:</i> <ul style="list-style-type: none"> • Create a tracking tool to measure activities • Learn and apply principles of youth/adult learning and development to tasks assigned 	Learn to ... <i>For the person:</i> <ul style="list-style-type: none"> • Collect and analyze data on a regular basis regarding the personal performance of the volunteer <i>For the work:</i> <ul style="list-style-type: none"> • Collect and analyze data on a regular basis regarding activities and work plan
	4. Assess and Provide Feedback on Performance	Learn ... <ul style="list-style-type: none"> • basic supervisory principles (e.g. communication, setting clear expectations, listening skills, coaching skills, goal setting, providing feedback) • to identify and articulate performance expectations • the concept of progressive discipline and grievance procedures 	Learn ... <ul style="list-style-type: none"> • effective methods for communicating regularly with volunteers • to assess performance and personal skills and work products • to provide positive and negative feedback based on performance expectations • to develop corrective action plans if necessary, based on progressive discipline procedure • to write evaluations for records
	5. Recognize, Reward and Retain Volunteers	Learn .. <ul style="list-style-type: none"> • a range of methods, tools and tangible rewards for recognizing the work of volunteers. • to ensure volunteers are kept informed of the work of the agency • to provide frequent formal and informal recognition for work of volunteers • understand the roles and relationships of volunteers and staff 	Learn to ... <ul style="list-style-type: none"> • gather feedback from volunteer and staff regarding assignment and personal satisfaction • establish an ongoing feedback loop where specific information is shared in an open, informal setting • adapt the work plan based on feedback from volunteer, supervisor, and agency • adjust the reward and recognition to reflect the motivation of the volunteer • reflect the values and culture of the sponsoring agency in any recognition and reward plan
MANAGEMENT AND OPERATIONS	1. Manage or oversee projects	Learn to ... <ul style="list-style-type: none"> • identify need for project • develop relevant activities or interventions to meet the need • plan, design, and conduct a project 	Learn to ... <ul style="list-style-type: none"> • create objectives and measures to gauge the success of the project • document outcomes and count the outputs • analyze processes and outcomes • adjust program activities as a result of analysis
	2. Develop and Manage Financial Processes	Learn ... <ul style="list-style-type: none"> • about laws regulating nonprofit financial management • to monitor expenditures against a program specific budget 	Learn to ... <ul style="list-style-type: none"> • apply laws regulating nonprofit financial management to volunteer program or activity • identify essential cost elements of program operations

Category	Competency	Novice learning	Intermediate learning
		<ul style="list-style-type: none"> the financial sources of program support the opportunities and requirements for securing in kind contributions to document, track, and reporting the costs of program operations (cash expenses and in-kind) 	<ul style="list-style-type: none"> develop a volunteer program budget by connecting program goals and activities to anticipated expenses/costs
	3. Manage technology	Learn to ... <ul style="list-style-type: none"> use basic computer technology (e.g. word processing, spreadsheet, database, email and internet) use automated record keeping for volunteer management use technology to document volunteer activities such as training, service delivery and monitoring 	Learn to ... <ul style="list-style-type: none"> analyze trends using data collected through software and web based tools adapt computer tools and applications to meet needs of the program
	4. Manage risk	Learn ... <ul style="list-style-type: none"> to understand laws regarding volunteer program management and liability identify existing risk management policies in agency, program, and placement site key elements of risk management (avoidance, prevention, reduction, control) implement process of risk assessment 	Learn to ... <ul style="list-style-type: none"> assess for consistency risk management policies of agency, program, and assignment site assess adequacy of insurance products (volunteer accident/injury/health insurance, general liability, vehicle insurance) anticipate potential risks for program, volunteers, and clients ensure volunteers have adequate protection against potential risks
	5. Develop & maintain record keeping & documentation system	Learn ... <ul style="list-style-type: none"> to use a record keeping system that documents activities and progress towards program goals to compile data in response to program requirements to use a performance measurement system for assessing program results about the relationship between maintaining adequate documentation and managing risk 	Learn to ... <ul style="list-style-type: none"> use the logic model as a tool for managing program activities and linking activities to program outcomes analyze the efficacy and soundness of program activities
	6. Manage quality	Learn to ... <ul style="list-style-type: none"> identify the relevant professional or industry standards/practices that apply to volunteer activity ensure compliance with requirements of agency and professional standards recognize qualitative and quantitative data that provides measureable information about value of services performed by volunteers understand vocabulary and tools for managing 	Learn to ... <ul style="list-style-type: none"> Recognize the components of quality service Outline a process for gathering data on quality of service and assessing outcomes/impact Identify cause and effect relationships in program operations that impact quality of outputs and outcomes Analyze data results to identify where change needs to be made or to build on success

Category	Competency	Novice learning and assessing quality	Intermediate learning
	7. Develop and revise policies, processes, and procedures	Learn about ... <ul style="list-style-type: none"> current policies, processes, and procedures for the program, agency and placement site sources of information for samples/templates for policies, processes, and procedures 	Learn how to ... <ul style="list-style-type: none"> develop relevant policies, processes, and procedures for volunteer and program activities
C. LEADERSHIP	1. Articulate & commit to the organization's vision; connect vision to goals	Learn ... <ul style="list-style-type: none"> how the project contributes to the vision and goals of the agency to be aware of the community, political and cultural context of the project how a perspective about the larger vision of the agency's view of the future influences volunteer program goals the elements of strategic planning 	Learn to ... <ul style="list-style-type: none"> Integrate the priorities of the agency into the work of the volunteer program/project Create and implement the volunteer work within the context of the agency vision Incorporate principles of cultural diversity into planning and operations.
	2. Partner, collaborate, work with others and facilitate work groups	Learn ... <ul style="list-style-type: none"> the principles of group dynamics the principles of adult learning the basics of meeting management to run groups, teams, and meetings to be a resource in working with others to share leadership and resources 	<ul style="list-style-type: none"> Develop a network of peers in the community Participate in ad hoc and formal coalitions Play a leadership role in community-based work groups
	3. Empower others	Learn to ... <ul style="list-style-type: none"> recognize the difference between empowering and abdicating power provide coaching and support while holding others responsible for results assert personal experience and point of view apply the definitions and implications of disability and cultural competency articulate mutual expectations of projects/ goals create an inclusive project environment for people with disabilities that reflects cultural competency 	Learn to ... <ul style="list-style-type: none"> analyze goals and objectives in collaboration with community partners demonstrate flexibility in ability to adjust and meet multiple needs and priorities acknowledge and incorporate assets of others in work plans or assignments provide reasonable accommodations for those with disabilities adapt projects to incorporate cultural diversity and people with disabilities
	4. Convert Needs into Objectives and Action Plans	Learn ... <ul style="list-style-type: none"> basic principles of logic models for measuring outcomes how to develop performance measures 	Learn to ... <ul style="list-style-type: none"> develop a work plan (e.g. activity, how accomplished, time line, who's responsible) identify indicators and create instruments to provide relevant process and outcome data implement the program action plans and accomplish the program objectives

Category	Competency	Novice learning	Intermediate learning
	5. Learn, apply, and model the professional principles of volunteer management	Learn <ul style="list-style-type: none"> • to identify professional strengths and weaknesses • to develop a self-improvement plan • the formal organizational structure for volunteer management 	Learn to ... <ul style="list-style-type: none"> • participate in relevant professional development in formal and non-formal educational settings • incorporate new learning from educational programs into volunteer management practices • access resources related to volunteer management practices

What High-Quality Service-Learning Looks Like

The following are the standards and indicators of K-12 quality service-learning:

Duration and Intensity

STANDARD

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

INDICATORS

- Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
- Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
- Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Link to Curriculum

STANDARD

Service-learning is intentionally used as an instructional strategy to meet learning goals and content standards.

INDICATORS

- Service-learning has clearly articulated learning goals.
- Service-learning is aligned with the academic and programmatic curriculum.
- Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
- Service-learning that takes place in schools is formally recognized in school board policies and student records.

Meaningful Service

STANDARD

Service-learning actively engages participants in meaningful and personally relevant service activities.

INDICATORS

- Service-learning experiences are appropriate to participant ages and developmental abilities.
- Service-learning addresses issues that are personally relevant to the participants.
- Service-learning provides participants with interesting and engaging service activities.
- Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
- Service-learning leads to attainable and visible outcomes that are valued by those being served.

Youth Voice

STANDARD

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

INDICATORS

- Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
- Service-learning involves youth in the decision-making process throughout the service-learning experience.
- Service-learning involves youth and adults in creating an environment that supports trust and the open expression of ideas.
- Service-learning promotes the acquisition of knowledge and skills to enhance youth leadership and decision-making.
- Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Diversity

STANDARD

Service-learning promotes understanding of diversity and mutual respect among all participants.

INDICATORS

- Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
- Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
- Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
- Service-learning encourages participants to recognize and overcome stereotypes.

Partnerships

STANDARD

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

INDICATORS

- Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and businesses.
- Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
- Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
- Service-learning partners collaboratively develop and implement action plans to meet specified goals
- Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Reflection

STANDARD

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

INDICATORS

- Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and attitudes.
- Service-learning reflection occurs before, during, and after the service experience.
- Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
- Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
- Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Progress Monitoring

STANDARD

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and it uses results for improvement and sustainability.

INDICATORS

- Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
- Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
- Service-learning participants use evidence to improve service-learning experiences.
- Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high-quality practices are sustained.